

Ethnic Studies

Northshore School District



CMAC Update
April 18, 2022

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Ethnic Studies Overview

- Ethnic Studies Timeline
- P-12 Framework Update
- Ethnic Studies High School Course Update
- Resources
- Questions

Ethnic Studies Timeline

2019-20

- Small Ethnic Studies Work Team
- CMAC Update
- Senate Bill 5023 & Senate Bill 6066

2020-21

- Launched Core Design Team and Collaborative Learning Team

2021-22

- Complete NSD framework draft
- Draft high school course
- OSPI Ethnic Studies Framework and Open Educational Resources

2022-23

- Pilot NSD framework
- Pilot high school course
- Community Education and Feedback
- CMAC & School Board

2023-24

- Implement framework and course
- Professional Learning & Community Engagement

Framework Components

~ DRAFT ~

- Themes
 - Enduring Understandings
 - Essential Questions
 - Guiding Questions
 - Learning Targets
 - Vocabulary
 - Planning Considerations
 - Correlating Standards
 - Correlating Curriculum
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The Themes

Identity

- Personal identities
- Social identities
- Intersectionality

Power and Oppression

- Social structures
- Resources and/in community
- Types of power
- Forms of oppression

History of Resistance and Liberation

- Histories of resisting oppression
- Centering voices within oppressed communities
- Building solidarity across communities

Healing

- Celebrating and humanizing one another, ourselves
- Working to undo forms of oppression
- Working as a collective toward justice

Framework Application

Enduring Understandings

← Classroom Environment →

Art/Music

Reading

Writing

Math

Science

Social
Studies

The amplification and centering of counter narratives and historically minoritized groups promotes healing.

Belonging (whether to a culture, to a group, to a history) is a rich resource for healing.

It is important to value the experiences, identities, and contributions of all.

Connectedness, self-love, healing, and trauma recovery benefit all.

Restorative justice is a necessary component of healing.



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Next Steps - P-12 Framework

- Continuing the Ethnic Studies Work Team to pilot the framework
 - Professional Development for Pilot Teachers
 - Deeper dive into integrated lessons
 - Connecting Ethnic Studies Pedagogy to effective practices that are culturally responsive, inclusive, and high leverage
 - Continuing to deepen content knowledge
- Focusing family and community members on the team on family and community engagement

Ethnic Studies High School Course

~ DRAFT ~

Course Guide

- Scope and Sequence
 - 8 Mini Units
 - *Central Ideas*
 - *Relevant Content*
 - *Inquiry & Choice*
 - *Cross Cutting Concepts*
- Supporting Resources

Next Steps - High School Pilot

- Offered in our 4 comprehensive high schools
- Prioritize 1st Semester, 2nd Semester optional
- Working on a balance of resources that are common across the course and expansive enough to support a range of student interest
- Cross-building PLC for teachers
- Shifting the cycle of feedback to amplify student voice
- Context-embedded experiential learning and data gathering to inform adjustments and recommendations



Learn More: Related Research & Reading Resources

Books

- **Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research (2020)**
- **Rethinking Ethnic Studies (2019)**
- **Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K-2 Classroom (2020)**
- **Being the Change (2019)**
- **This Book is Anti-Racist (2020)**

Websites

- [Washington State Ethnic Studies Portal](#)

Research

- **Stanford Review:**
<https://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/>
- **The Academic and Social Value of Ethnic Studies (NEA Report, 2011)**
- **Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research**
- **Toward a Critical Pedagogy of Race: Ethnic Studies and Literacies of Power in High School Classrooms (2015)**

Questions?

Thank you!